

# BEHAVIOUR AND DISCIPLINE POLICY FOR PUPILS

At Aldenham we have high expectations about the standard of behaviour of pupils both in and around the school or while representing the school on trips or visits. We aim to provide good adult and peer role models who show considerate, courteous and cooperative behaviour. Aldenham promotes a culture of mutual respect to allow each person to thrive and develop a sense of self-worth.

In tackling poor behaviour it is interesting to note the recent Steer report entitled 'Behaviour and the role of Home-School Agreements', which states that

Poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach. To enable learning to take place preventative action is most effective, but where this fails, schools must have clear, firm and intelligent strategies in place to help pupils manage their behaviour. (Core Belief: Learning Behaviour 2005, quoted in Behaviour and the role of Home-School Agreements, DfE publications, 2010).

In order to promote positive behaviour, to motivate, encourage and develop self esteem amongst pupils and build a positive learning environment it is important to employ effective behaviour management strategies. Aldenham aims to balance rules and sanctions to tackle poor conduct with processes which recognise, teach, reward and celebrate positive behaviour.

We aim to recognise

1. Each pupil as an individual.
2. Achievement.
3. Commitment.
4. Progress.
5. High moral standards.
6. Contributions to wider aspects of school life.
7. Successes and achievements at individual and team levels within and outside the School.

These positive behaviours are acknowledged and celebrated in a variety of ways in tutor groups, houses, School assemblies and within the wider school community.

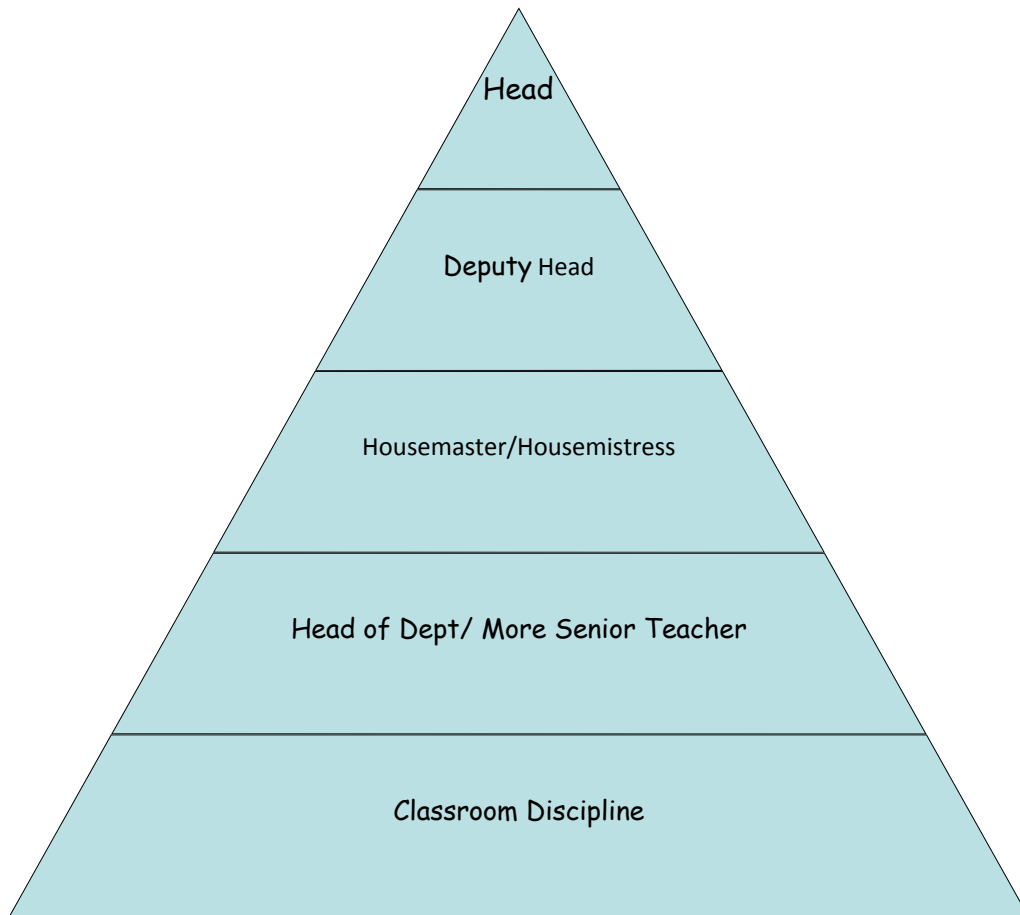
In promoting good behaviour we aim for a consistent approach to behaviour management, the effective use of rewards and sanctions, the teaching of behaviour strategies involving staff development and pupil support systems and a commitment to liaison with parents and other agencies.

It is our expectation that parents, pupils, staff and governors will work collaboratively, in the best interests of all stakeholders, to achieve the highest standards of behaviour.

The hierarchical structure of this policy has a firm base at departmental level.

The encouragement of appropriate behaviour and the sanctions awarded for minor misdemeanours should be agreed at departmental level but in accordance with school rules and policy. What is appropriate in one department, may not be in another.

Only more serious misdemeanours are referred to SMT or Deputy Head on the basis of "Where to next?" for a subsequent or more serious offence.



## **Discipline and Sanctions**

Pupils at Aldenham respond to discipline much more readily than in many schools: friendly firmness should enable this to be maintained, and staff must not hesitate to consult senior colleagues if problems arise. The aim of the new Rewards and Sanctions Policy is to encourage a positive approach to studying and inform parents early on when standards start to slip. Where possible it is important that rewards should be used to reinforce good behaviour.

## Rewards

### INTRODUCTION

The aim of the Rewards system is to emphasise and encourage positive behaviour and attitudes both in and out of the classroom. The unit of Reward is called a Gold. Golds will be awarded for effort, achievement or citizenship. The following other rewards are also available:-

Headmaster's Commendations	Given for especially good work or particularly helpful effort. Pupils awarded a HM Commendation sign the Good Work book kept by the Headmaster who then writes to parents.
Effort cups	Presented to pupils & Houses with the best scores. Book tokens may also be given to students as effort prizes and to the student who achieves the most Golds in a term.
Visitation Day prizes	Awarded for effort and attainment.

### YEARS 7 & 8

Years 7 and 8 good work and/or effort should be awarded a **"GOLD"**. This is done by using the pupil's work diary, entering a "G" in the bottom of the right hand page of the week concerned. A reason should be given and the award should be initialled. For exceptionally good work or effort a Headmaster's Commendation ('C') should be given. This can be done with the same procedure as above. There are also termly prizes for effort. Some departments have the policy of naming and rewarding a "student of the month". If a member of staff thinks that a student has been particularly worthy of praise for an item of work or in any other way they can ask for a letter of commendation to be sent home from the Headmaster.

### YEARS 9 - 11.

Golds will be recorded on the Aldenham School Gold Card. When a pupil achieves 10 Golds, or further multiples of 10, a letter of congratulation will be sent to parents from Tutor, Housemaster, Deputy Head or Head Master progressively. Golds will be added up each week during tutorial time and will contribute towards the House Shield.

### YEARS 12 & 13

In the Sixth form teachers can also praise or share their concerns with the student's parents using the letters available on the teachers network drive. These are for the Sixth form only and are found in the Sixth Form folder. Simply choose the spreadsheet for "Concern" or "Commendation" and enter the details required. These are the date, the student's name your initials and the information you wish to be included in the letter. These are produced by a mail merge. The written information supplied forms part of a sentence that begins "In particular" and so the comment should begin with a small case letter. The Common Room Secretary produces these letters each Friday of term. The Head of Sixth Form then checks and signs them and copies are sent to the parents, the Head of Department and the Housemaster or mistress concerned.

Golds and Commendations are an effective tool for motivating students. Colleagues often feel that a student has to do something extraordinary for one to be awarded. This need not be the case. Praise, encouragement and reward should be given more often than sanctions or punishments.

## Sanctions

The aim of the Sanctions system is two fold. Firstly to place emphasis on the school's academic and behavioural expectations and secondly to ensure early communication with parents if such standards are not met. It also provides pupils with clear guidelines and encourages them to take ownership of their academic progress.

In the event of poor behaviour or failure to complete work the following chain of events takes place:

1. Initially a dialogue takes place between pupil and teacher and if necessary a minor departmental sanction is imposed.
2. Repeated misdemeanours involve a departmental detention at lunch time and a letter of concern is sent home to parents. This is organised via the HOD in conjunction with the Common Room Secretary.
3. Continued failure to meet expectations results in a school detention, and may involve further discussion between parents, Heads of Departments, Housemasters and the Deputy Head.

## Managing Behaviour in School: Guide to Sanctions:

Difficult behaviour can be classified in levels:

1. Low level; that which the teacher or tutor can deal with effectively.
2. Repeated low level offences and medium level misbehaviours should be referred to Housemaster, Tutor or HOD.
3. High order offences which require referral to and action by SMT (refer to pyramid policy model) or, more specifically, Deputy Head.

Type of Incident	What to do	Who else to involve
<b>Level One</b>		
Lack of prep	Admonishment ; use of department sanction	
Low level disruption in class	Admonishment ; move place	
Uniform; appearance	Correct; ask to see the student later if necessary	
Loitering between lessons	Send on their way~ detain during break	
<b>Level Two</b>		
Repeated lack of prep	Departmental detention or Friday detention	Head of Dept; Detention through Deputy Head
Continued low level disruption in class	See student in breaks or after school to discuss behaviour	Head of Dept; let Tutor know
Continued violation of uniform	Correct each time; refer to Housemaster/mistress	Housemaster/ Housemistress
Minor truancy – 6 <sup>th</sup> form out in PS time etc	Speak to student and refer upwards	Housemaster/ Housemistress
Jostling, loud, uncouth etc around School (this could also be level one or three)	Stop the behaviour and point out why it is inappropriate	Housemaster/mistress if sufficiently serious, otherwise Tutor
<b>Level Three</b>		
Serious incident in class- swearing, refusal to obey direct instruction	Send to Head of Department immediately, refer matter to Deputy Head	SMT & Head of Department will deal and will inform you, tutor and Housemaster
Truancy		Housemaster and Deputy Head
Smoking	Follow policy – 1 <sup>st</sup> instance – letter from office to home	Housemaster and Deputy Head
Bullying	Follow policy	Deputy Head & Housemaster
Drug offence	Follow policy	Deputy Head & Housemaster

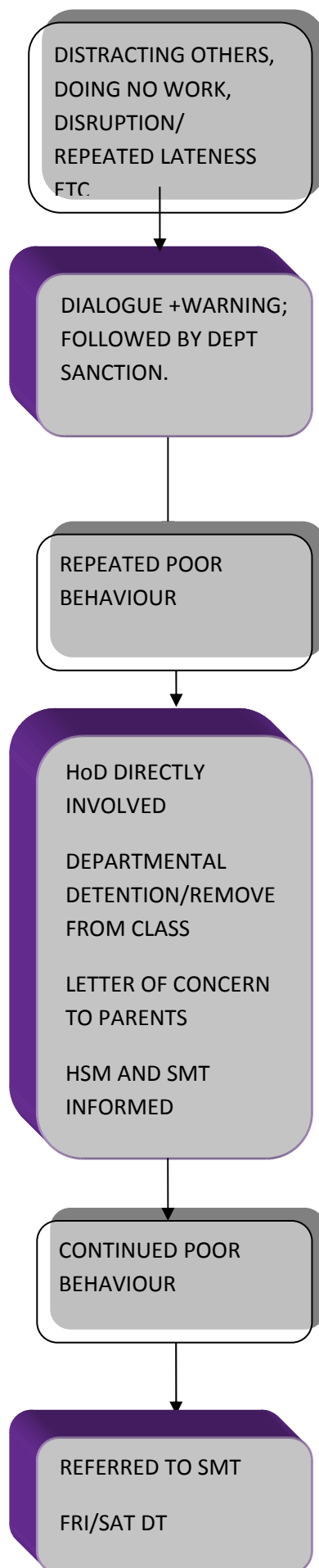
Here is what it says in the Parents' Handbook (addressed to the pupils):

**Sanctions** These are the penalties you get at Aldenham if you break the rules. (Solution: don't break the rules!) They're in place to remind you how important the rules are for everyone to be treated fairly and safely at Aldenham. Look at this list carefully. If you do get a sanction, at least make sure you know what you're supposed to do.

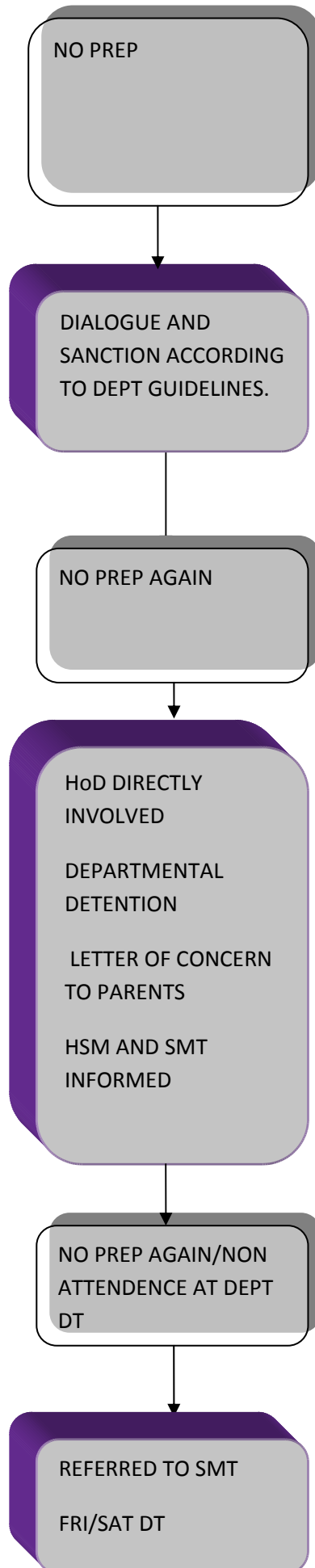
If you are not sure why you've been punished, ask politely why. If you feel you have been treated unfairly, you can say so politely to your teacher or to your House Tutor or Housemaster/Mistress.

Blues (for Years 7/8)	A mark given for poor work, failing to do work or for poor behaviour. Blues are written into homework diaries for your Tutor and parents to see. Four blues in a week normally mean a Martineau's detention.
Detention	<p>Departmental Detentions will run during lunchtimes. These are given for poor behaviour in class or academic matters and are administered by the relevant Head of Department. A letter of concern will be sent home to advise parents that a Departmental Detention has been given.</p> <p>School Detentions are done on Friday after School or Saturday morning. Your Housemaster/Mistress or House Tutor will tell you when to do these. You <b>MUST</b> go to them. If you have an activity or match, speak to the Deputy Head <b>before</b> the detention. If you are serving a detention after school your parents will be given at least 24 hours notice in writing.</p>
Satis	This is a timetable form which you have to have signed by the staff who take you during a week to say that your work and/or behaviour has been good enough. The form is also seen by your House Tutor or Housemaster/Mistress or your parents every day. The Satis Card is used to monitor performance and behaviour during lessons and activities. It encourages students to focus on their achievements and provides an opportunity for positive feedback.
Lines or essays	You must do these by the time a teacher tells you.
Community service	This can be litter duty or some other form of tidying up or gardening.
Letter home	If staff have academic or behaviour concerns a letter will be sent home to parents to keep them informed.
Temporary exclusion	<p>Only imposed by the Headmaster or Deputy Head for serious offences.</p> <p>There are two levels: an internal exclusion involving being withdrawn from lessons and a higher sanction of external exclusion (being sent home).</p>
Permanent exclusion	Only imposed by the Headmaster for the most serious offences of all.

## Academic Misbehaviour



**NO PREP**



## General Points

- All staff are responsible for behaviour in their own classrooms and of the students generally around the School. Do not turn a blind 'eye' particularly on matters of dress or gum.
- Tutors are responsible for day to day issues of punctuality and appearance and for keeping a record of incidents to provide a whole picture. It is desirable if the Tutor's relationship is biased towards pastoral and academic care and less in the direction of discipline and punishment.
- Heads of Departments are responsible for ensuring that the work in their subject is suitable for all students so as to minimize disruption. They are the first line of help for classroom problems.
- Housemasters/ Housemistress are responsible for more serious breaches of discipline and dress code, including 6<sup>th</sup> Formers. They should contact parents as necessary.
- Deputy Head is responsible for more serious breaches of discipline such as drugs, drunkenness, bullying or persistent inappropriate behaviour.
- The Headmaster is responsible for most serious behaviour, likely to result in final warnings and exclusion, whether long term, temporary or permanent.

Where these guidelines appear blurred, err in favour of a response at the next level up.

AMW

January 2010

Reviewed Jan 2011